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ABSTRACT

This book rests on two major tenets. First, our way of looking at change in schools governs our ability to approach the process of changing. Second, most schools fail miserably at managing change, resulting in the pulling of many chains without much progress. The first of six chapters, "Understanding the Uniqueness of Schools," discusses the purpose, philosophies, organization and governance, politics, and cultures of schools. Chapter 2, "Useful Knowledge about Change," presents planned and unplanned change, models of change, school change, critical variables of school change, rewards and motivation, and handles and levers for changing schools. Chapter 3, "The Roadscholar: Lessons from the Field," details the beginnings of change, later and more complex lessons of change, lessons from large districts, and the bases of emerging strategies. Chapter 4, "Planning for Change in Schools: A Fitting Response," focuses on a search for strategies and presents the stages of analysis, design, implementation, and evaluation. Chapter 5, "Applications and Refinement," gives detail on case studies of Denver Public Schools (District 1), from 1979 to 1980; St. Louis, Missouri (District 1) from 1980 to 1983; Orlando (Orange County), Florida from 1983 to 1985; Dade County (Miami), Florida from 1988 to 1991; and Duval County (Jacksonville), Florida from 1989 to 1992. Chapter 6, "The Prescription for Changing Schools," looks at a way of thinking about change, becoming legitimate, setting expectations, providing definition, attaining "buy in," establishing priorities, encouraging communication, gaining control, and sustaining momentum. Numerous tables, charts and illustrations represent the content discussed. (Contains 173 references.) (RR)

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